

Utah CGP-Guidance Activities Action Plan (**Large Group**) 2004-2005

Develop this plan at the beginning of the school year and include a copy with the Results Report due to USOE by June 15, 2005

School North Sevier Middle School

District Sevier School District

Target Group: (whole school, entire class) Seventh and Eighth Graders

Target Group selection is based upon the following data/information/school improvement goals: Any student in the 7th or 8th grade who receives a failing grade in Language Arts, Mathematics, or Science

Intended Student Behavior	Identify the Utah CGP Student Outcome or the Desired Result for Student Learning	Guidance Activity(ies) or Intervention(s)	Resource/Staff Development Needed	Evaluation Methods: How will you measure results? e.g. "From sample classrooms of tenth graders..."	Start/End Dates	Projected # of Students Impacted
After conducting this large group plan, it is our hope that the students will have an increased desire to not fail any of their classes, especially the core subjects.	This large group plan is a credit recovery program. It will allow/require any students in the 7 th and 8 th grades who fail their Language, Math, and/or Science classes to make up their F's to P's. This plan will provide the students with the support they need.	A 7 th period class will be held each day to allow students the opportunity to make-up the credit they failed the quarter before. Money has also been secured to allow these students the opportunity to stay after school for 1 hour for 4 days a week.	Computer Lab with about 30 computers. A couple of teachers to monitor, support, and facilitate the students learning.	Because this is a credit recovery program, results will be measure by looking at how many students make-up their F's from the quarter before.	August 2004 (Beginning of School) to May 2005 (End of School)	About 100

Results

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School North Sevier Middle School

District Sevier School District

Counselor	Target Group	Curriculum and Materials Used	Start Date End Date	Process Data: Number of students affected	Perception Data: Pre and post test competency attainment or student data	Results Data: changes in behavior, grades, attendance including achievement data, achievement related data and/or skills/competency data	Implications : What does the data tell you? What can the student do with this now?
Christopher Nielson	Seventh and Eighth Graders	Plato Software with licenses Computer lab 7 th hour class scheduled \$ to pay teachers for 1 hour 4 times a week after school	August 2004 (Beginning of School) to May 2005 (End of School)	<u>1st Quarter</u> 5 Students <u>2nd Quarter</u> 22 Students <u>3rd Quarter</u> 20 Students <u>4th Quarter</u> 22 Students Total Served 69	The data demonstrates that about the same # of 7 th and 8 th graders fail Math, L.A. and/or Science each quarter. About 7% from each grade fail either 1 or more of these core subjects.	Although the data explains that we did not change the behavior of the students over time, stemming from the fact that it was basically the same students each quarter enrolled in this class. However, these students can now exit or prepare to exit our school with the appropriate credit earned from these core classes.	

Utah CGP-Closing the Gap Action Plan (Small Group) 2004-2005

Due to USOE June 15, 2005: may be submitted in other formats but include all information as required below.

School North Sevier Middle School

District Sevier School District

Counselor	Target Group	Curriculum and Materials Used	Start Date End Date	Process Data: Number of students affected	Perception Data: Pre and post test competency attainment or student data	Results Data: changes in behavior, grades, attendance including achievement data, achievement related data and/or skills/competency data	Implications : What does the data tell you? What can the student do with this now?
Christopher Nielson	Whole School- but strong emphasis on students who continually struggle in core classes as identified by teachers.	Money to pay the following teachers 1 hour a week. <u>Mathematics</u> 2 teachers <u>Language</u> 2 teachers <u>Reading</u> 1 teacher	2 nd Quarter to End of School	Average number of students per week to participate in the 5 different tutoring sessions is 56.	Although we did not keep a list of individual names to reference with our student body of 240, it appears that each week about 23% participated. However, even that % is misleading because we merely kept track of the numbers who participated in the program. Our number of 23% does not take into account those that might have attended two or more sessions a week. I would probably say we reached 100 of the 240 students sometime during the school year.	Although it was evident that the students benefitted from small group tutoring sessions after school, we need to do a better job at tracking our data and student use of this Action Plan.	

Utah CGP-Closing the Gap Action Plan (Small Group) 2004-2005

Develop this plan at the beginning of the school year and include a copy with the Results Report due to USOE by June 15, 2005

School North Sevier Middle School

District Sevier School District

Target Group: (whole school, entire class): Whole School-but strong emphasis on students who continually struggle in core classes

Target Group selection is based upon the following data/information/school improvement goals: Core teachers from each grade level will identify students who will benefit from after school small group tutoring sessions or students identify themselves as needing help

Intended Student Behavior	Identify the Utah CGP Student Outcome or the Desired Result for Student Learning	Guidance Activity(ies) or Intervention(s)	Resource/Staff Development Needed	Evaluation Methods: How will you measure results? e.g. "From sample classrooms of tenth graders..."	Start/End Dates	Projected # of Students Impacted
Students will spend extra time at school putting in the extra effort in order to be successful in their classes.	Students will get the help outside of the classroom that they need in order to be successful in their classes. This extra help will help students avoid failing any subjects and obtaining the credit they need while attending NSMS.	Teachers will conduct after school tutoring and homework help sessions based on teacher recommendations and students need for help.	Teachers who are willing to stay an extra hour one day a week for tutoring and homework help sessions. A variety of subject endorsed teachers is desired.	Look at the number of students that utilized the after school tutoring sessions.	2 nd Quarter to End of School	We have a school of about 240. About 75 students will be impacted.

After-school tutoring

Utah CGP- Guidance Activities Results Report (Large Group) 2004-2005*
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School Red Hills Middle

District Sevier

Counselor	Target Group	Curriculum and Materials Used	Start Date End Date	Process Data: Number of students affected**	Perception Data: Pre and post test competency attainment or student data**	Results Data: changes in behavior, grades, attendance including achievement data, achievement related data, and/or skills/competency data**	Implications: What does the data tell you? What can the student do with this now?
Brent Gubler	Students needing extra help with school work	School materials and assignments.	9-2004 / 5-2005	Over 300 tutoring sessions occurred.	Examples attached	75% of those attending tutoring-passed classes.	The data tells us that the tutoring was effective

Ray D. Hunt
Principal's Signature

6-3-05
Date

5-20-05
Date of Staff Presentation

Brent Gubler
Prepared By

*adapted from the ASCA National Model: A Framework for School Counseling Programs

**Include actual numbers and attach data, examples and documentation

ENTERED

Credit Recovery

Utah CGP- Closing the Gap Results Report (Small Group) 2004-2005*

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School Red Hills MiddleDistrict Sevier

Counselor	Target Group	Curriculum and Materials	Start Date End Date	Process Data: Number of students affected**	Perception Data: Pre and post test competency attainment or student data**	Results Data: changes in behavior, grades, attendance including achievement data, achievement related data, and/or skills/competency data**	Implications: What does the data tell you? What can the student do with this now?
Brent Gubler	students not passing core classes.	Plato computer system	9-2004 / 7-2005	50 students	sample attached	80% of students on the system received credits	Plato helped students receive credit.

Principal's Signature Ray L. HuntDate 6-3-05Date of Staff Presentation 5-20-05Prepared By Brent Gubler

*adapted from the ASCA National Model: A Framework for School Counseling Programs

**Include actual numbers supporting conclusions and attach data, examples and documentation

Red Hills Middle School

Summer Session Tracking Form

Target Behaviors and Progress

plato.cues.k12.ut.us (account #1002)

NAME Garratt

Goal: Each day finish and pass at least 2 modules with the you have mastered in the day's recording box. Have tea completed 2 hours worth of modules. If you do not finish in two hours you may...

Each student records accurately:

1. Check in date and time.
2. Units mastered

Tutor Records Comments about target behaviors.

Tutor signs out work after 2 hours of on task time.

Target behaviors of successful students:

1. Comes with a willing, positive, respectful work attitude.
2. Works as a team with the tutor.(does not cause conflicts)
3. Puts in a full, 2 hour, individual effort.
4. Does not engage with other learners (individual program)

MONDAY <u>6</u>	TUESDAY <u>7</u>	WEDNESDAY <u>8</u>	THURSDAY <u>9</u>	FRIDAY <u>7</u>
<p>Check In Time <u>8:00 AM</u></p> <p>Modules Started <u>Coordination</u> Mastered <input checked="" type="radio"/></p> <p><u>points</u> <input checked="" type="radio"/></p> <p><u>Linear patterns</u> <input type="radio"/></p> <p><u>Linear patterns</u> <input type="radio"/></p> <p><u>Linear patterns</u> <input type="radio"/></p> <p>Check Out Time <u>12:50</u></p> <p>Comments: <u>Great worker</u></p> <p><u>very serious</u></p>	<p>Check In Time <u>8:00 AM</u></p> <p>Modules Started <u>Linear patterns</u> Mastered <input checked="" type="radio"/></p> <p><u>Linear patterns</u> <input type="radio"/></p> <p><u>Adapting</u> <input checked="" type="radio"/></p> <p><u>Patterns</u> <input checked="" type="radio"/></p> <p>Check Out Time <u>12:40</u></p> <p>Comments: <u>Worked hard</u></p> <p><u>No problems</u></p>	<p>Check In Time <u>8:00 AM</u></p> <p>Modules Started <u>Functions</u> Mastered <input checked="" type="radio"/></p> <p><u>Perimeter function</u> <input checked="" type="radio"/></p> <p><u>Linear patterns</u> <input checked="" type="radio"/></p> <p><u>Equations</u> <input checked="" type="radio"/></p> <p><u>Integer patterns</u> <input checked="" type="radio"/></p> <p>Check Out Time <u>12:30</u></p> <p>Comments: <u>Will separate from</u></p> <p><u>CAR - Great idea</u></p> <p><u>Appreciate that</u></p>	<p>Check In Time <u>8:00 AM</u></p> <p>Modules Started <u>Exponents</u> Mastered <input checked="" type="radio"/></p> <p><u>Exponents</u> <input checked="" type="radio"/></p> <p><u>Ex. product rule</u> <input checked="" type="radio"/></p> <p><u>Ex. product rule</u> <input checked="" type="radio"/></p> <p><u>Monomials</u> <input checked="" type="radio"/></p> <p>Check Out Time <u>12:30 PM</u></p> <p>Comments: <u>Worked hard</u></p> <p><u>See back</u></p>	<p>Check In Time <u>8:00 AM</u></p> <p>Modules Started <u>Linear patterns</u> Mastered <input checked="" type="radio"/></p> <p><u>Classes</u> <input checked="" type="radio"/></p> <p><u>Run on sentence</u> <input checked="" type="radio"/></p> <p><u>What is a sentence</u> <input checked="" type="radio"/></p> <p><u>Parts of sentence</u> <input checked="" type="radio"/></p> <p>Check Out Time <u>12:30 PM</u></p> <p>Comments: <u>Cruising through</u></p> <p><u>the language arts</u></p>
<p>MONDAY <u>13</u></p> <p>Check In Time <u>8:00 AM</u></p> <p>Modules Started <u>More about art</u> Mastered <input checked="" type="radio"/></p> <p><u>Identifying adverbs</u> <input checked="" type="radio"/></p> <p><u>More about adverbs</u> <input checked="" type="radio"/></p> <p><u>Learning prepositions</u> <input checked="" type="radio"/></p> <p><u>Using articles</u> <input checked="" type="radio"/></p> <p>Check Out Time <u>12:30 PM</u></p> <p>Comments: <u>By</u></p>	<p>TUESDAY <u>14</u></p> <p>Check In Time <u>8:00 AM</u></p> <p>Modules Started _____ Mastered <input type="radio"/></p> <p>_____ <input type="radio"/></p> <p>_____ <input type="radio"/></p> <p>_____ <input type="radio"/></p> <p>_____ <input type="radio"/></p> <p>Check Out Time _____</p> <p>Comments: _____</p>	<p>WEDNESDAY _____</p> <p>Check In Time _____</p> <p>Modules Started _____ Mastered <input type="radio"/></p> <p>_____ <input type="radio"/></p> <p>_____ <input type="radio"/></p> <p>_____ <input type="radio"/></p> <p>_____ <input type="radio"/></p> <p>Check Out Time _____</p> <p>Comments: _____</p>	<p>THURSDAY _____</p> <p>Check In Time _____</p> <p>Modules Started _____ Mastered <input type="radio"/></p> <p>_____ <input type="radio"/></p> <p>_____ <input type="radio"/></p> <p>_____ <input type="radio"/></p> <p>_____ <input type="radio"/></p> <p>Check Out Time _____</p> <p>Comments: _____</p>	<p>FRIDAY _____</p> <p>Check In Time _____</p> <p>Modules Started _____ Mastered <input type="radio"/></p> <p>_____ <input type="radio"/></p> <p>_____ <input type="radio"/></p> <p>_____ <input type="radio"/></p> <p>_____ <input type="radio"/></p> <p>Check Out Time _____</p> <p>Comments: _____</p>